

STANDARD XI: SEOP Process. Programs shall establish Student Education Occupation Planning (SEP/SEOP) for every student, both as a process and a product, consistent with local board policy and the goals of the Comprehensive Counseling and Guidance Program, Secondary School Accreditation (R277-413) and Applied Technology Education (R277-911).

Levels of Performance

School CCGP Team – Circle the boxes or highlight the indicators for your self-evaluation of your program performance.

Review Team – Check the boxes that indicate your evaluation of this program's level of performance.

Indicators	4 Exemplary level of development and implementation	3 Fully functioning and operational level of implementation
District Policy	<input type="checkbox"/> A copy of local district SEP/SEOP policy has been provided.	<input type="checkbox"/> A copy of local district SEP/SEOP policy has been provided.
Student	<input type="checkbox"/> Multiple efforts have been made to include every student. A measure of SEP/SEOP quality has been surveyed. <input type="checkbox"/> Multiple efforts have been made to include a parent or guardian for every student, and a measure of SEP/SEOP quality has been surveyed.	<input type="checkbox"/> Multiple efforts have been made to include every student, and data has been collected on student participation. <input type="checkbox"/> Multiple efforts have been made to include a parent or guardian for every student.
Parent	<input type="checkbox"/> Documentation consistent with district requirements has been provided regarding student and parent participation, including parent signatures on an SEP/SEOP form maintained for each student.	<input type="checkbox"/> Documentation consistent with district requirements has been provided regarding student and parent participation, including parent signatures on an SEP/SEOP form maintained for each student.
Counselor	<input type="checkbox"/> The counselors have maintained leadership and responsibility for the SEP/SEOP process. <input type="checkbox"/> The counselors conduct more than one individual SEP/SEOP with every student during the student's enrollment at the school. <input type="checkbox"/> Counselors provide thorough training and support for other educators who assist with SEP/SEOP conferences. <input type="checkbox"/> A written rationale connected to student and parent needs has been established for individual and small group conferences.	<input type="checkbox"/> The counselors have maintained leadership and responsibility for the SEP/SEOP process. <input type="checkbox"/> The counselors conduct at least one individual SEP/SEOP with every student during the student's enrollment at the school. <input type="checkbox"/> Counselors provide thorough training and support for other educators who assist with SEP/SEOP conferences. <input type="checkbox"/> A written rationale connected to student needs has been established for individual and small group conferences.
Process/ Document	<p>The SEP/SEOP process and conferences include the following elements with some measures of effectiveness and connection to student achievement:</p> <input type="checkbox"/> Objectives by grade level <input type="checkbox"/> Assessments using an ACSCI-approved Career Information Delivery System (CIDS) (highly recommended) <input type="checkbox"/> Advisement <input type="checkbox"/> Goal-setting and planning processes using CHOICES Explorer and/or CHOICES Planner preferred <input type="checkbox"/> Next-step plans <input type="checkbox"/> Four-year-plus plans using the Utah CIDS <input type="checkbox"/> Education and career goals using the Utah CIDS <input type="checkbox"/> Graduation requirements and progress <input type="checkbox"/> Counselors use written plans and assessment information from previous years and previous schools to improve the effectiveness of SEP/SEOP conferences <input type="checkbox"/> SEP/SEOP processes and conferences are summative and student directed <input type="checkbox"/> A written and/or electronic document exists	<p>The SEP/SEOP process and conferences include the following elements:</p> <input type="checkbox"/> Objectives by grade level <input type="checkbox"/> Assessments using an ACSCI-approved Career Information Delivery System (CIDS) (highly recommended) <input type="checkbox"/> Advisement <input type="checkbox"/> Goal-setting and planning processes using CHOICES Explorer and /or CHOICES Planner preferred <input type="checkbox"/> Next-step plans <input type="checkbox"/> Four-year-plus plans using the Utah CIDS <input type="checkbox"/> Education and career goals using the Utah CIDS <input type="checkbox"/> Graduation requirements and progress <input type="checkbox"/> Counselors use written plans and assessment information from previous years and previous schools to improve the effectiveness of SEP/SEOP conferences <input type="checkbox"/> SEP/SEOP processes and conferences are summative and student directed <input type="checkbox"/> A written and/or electronic document exists

School CCGP Team – Circle the boxes that indicate your evaluation of the program's level of performance and provide information as required on other standards on page 42.

Overall rating for this standard:					4	3	2	1	0
Levels of Performance									
2 Limited development and/or partial implementation			1 Low level of development and implementation			0 No evidence of development or implementation			
<input type="checkbox"/> A copy of local district SEP/SEOP policy has been provided.			<input type="checkbox"/> A copy of local district SEP/SEOP policy has not been provided.			<input type="checkbox"/> A copy of local district SEP/SEOP policy has not been provided.			
<input type="checkbox"/> Efforts have been made to include every student, and data has been collected on student participation. <input type="checkbox"/> Efforts have been made to include a parent or guardian for every student.			<input type="checkbox"/> Students are invited to participate in the SEP/SEOP conferences. <input type="checkbox"/> Parents are invited to participate in the SEP/SEOP conferences.			<input type="checkbox"/> Students are selectively invited to participate in the SEP/SEOP conferences. <input type="checkbox"/> No effort has been made to include the parents.			
<input type="checkbox"/> Some documentation consistent with district requirements has been provided regarding student and parent participation. Efforts are made to maintain parent signatures.			<input type="checkbox"/> Limited documentation consistent with district requirements has been provided regarding student and parent participation. Little effort is made to maintain parent signatures.			<input type="checkbox"/> No documentation consistent with district requirements has been provided regarding student and parent participation. Parent signatures are not maintained.			
<input type="checkbox"/> The counselors have maintained leadership and responsibility for the SEP/SEOP process. <input type="checkbox"/> Counselors do not meet in individual conferences with every student during the student's enrollment at the school, but they directly supervise other educators in such conferences. <input type="checkbox"/> Counselors provide some training and support for other educators who assist with SEP/SEOP conferences. <input type="checkbox"/> A written rationale connected to student needs has been established for some individual and small group conferences.			<input type="checkbox"/> Counselors do not take leadership in maintaining the quality of the SEP/SEOP conferences and processes. <input type="checkbox"/> Responsibility for conducting the SEP/SEOP conferences has been assumed by other educators. <input type="checkbox"/> Counselors provide limited training and support for other educators who assist with SEP/SEOP conferences. <input type="checkbox"/> A written rationale connected to student needs has been established for limited individual and small group conferences.			<input type="checkbox"/> Counselor lacks commitment to the SEP/SEOP conferences and processes. <input type="checkbox"/> There are no SEP/SEOP conferences. <input type="checkbox"/> Counselors provide no training and support for other educators who assist with SEP/SEOP conferences. <input type="checkbox"/> A written rationale connected to student needs has been established for no individual and small group conferences.			
The SEP/SEOP process and conferences include some of the following elements: <input type="checkbox"/> Objectives by grade level <input type="checkbox"/> Assessments <input type="checkbox"/> Advisement <input type="checkbox"/> Goal-setting and planning processes <input type="checkbox"/> Next-step plans <input type="checkbox"/> Four-year-plus plans <input type="checkbox"/> Education and career goals <input type="checkbox"/> Graduation requirements and progress <input type="checkbox"/> A written document exists.			<input type="checkbox"/> The SEP/SEOP process and conferences do not include specified content. <input type="checkbox"/> Next-step plans <input type="checkbox"/> Four-year-plus plans <input type="checkbox"/> Education and career goals <input type="checkbox"/> Graduation requirements and progress <input type="checkbox"/> No written document exists.			<input type="checkbox"/> SEP/SEOP content has not been considered. <input type="checkbox"/> No written document exists.			

Review Team - Check the boxes that indicate your evaluation of the program's level of performance and provide information as required on other standards on page 42. Provide the number of students in each grade level. Provide the number of individual SEP/SEOP conferences held at each grade level. Provide the number of parents or guardians participating in individual SEP/SEOP conferences at each grade level.